DOCUMENT RESUME

ED 209 223 SP 019 063

AUTHOR Hess, Jack, Comp.; And Others
TITLE Guide for Developing an Adaptive Physical Education Curriculum. K-6.
INSTITUTION Cortland-Madison Board of Cooperative Educational Services, Cortland, N.Y.
PUB DATE 81
NOTE 40p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Adapted Physical Education; *Educational Diagnosis; Elementary Education; Motor Development; Perceptual Motor Coordination; Physical Activity Level; *Psychomotor Skills; *Screening Tests; *Student Evaluation

ABSTRACT

Methods and techniques for implementing an adapted physical education program are provided in this guide for elementary physical education teachers. The recommended screening test, "Revised Motor Activity Scale," consists of observable items which are not scored and performance items in three categories which are scored: (1) body awareness and spatial orientation; (2) manual dexterity; and (3) body control. Evaluation activities are described, and the terms used in evaluation are defined. Sample evaluation forms are provided for tracking a student's progress through the evaluation activities. A performance guide that has been used with children aged four to seven is suggested. Examples of materials for recordkeeping and communicating with parents and medical personnel are included. An outline of motor activities focuses on body image, laterality, directionality, figure perception, balance, and dominance. Perceptual and cognitive activities are listed and coded to the types of benefits to be gained. An annotated bibliography of 21 books for educators and parents is appended. (FG)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED209223

GUIDE FOR DEVELOPING AN ADAPTIVE PHYSICAL EDUCATION CURRICULUM K-6

SUMMER 1981

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Michael Bay-Borelli
Cortland-Madison BOCES

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

Compiled by:

Jack Hess	Cortland
Sharyn Madison	Homer
Michael Riley	Marathon
Marilyn Tier	BOCES (Consultant)

SP 019 063

This curriculum guide was compiled through a Cortland-Madison BOCES Summer Curriculum CoSer Project.

TABLE OF CONTENTS

I. Purpose and Recommendations

II. Defined Groups for Adapted Physical Education

- A. Handicapped
- B. Impaired
- C. Inconvenienced

III. Suggested Program Procedures

- A. Screening
- B. Checklist
- C. Evaluation
- D. For the Handicapped
- E. For the Inconvenienced

IV. Record Keeping Tools

- A. Motor Activity Scale Manual (color coded)
- B. The Test Revised Motor Activity Scale
- C. Notification Letter to Parents
- D. Progress Letter to Parents
- E. F-25
- F. Checklist
- G. Adaptive Physical Education Progress Report
- H. Doctor's Checklist

V. Suggested Adaptive Activities

Additional perceptual and cognitive training activity

VI. Bibliography

GUIDE FOR DEVELOPING AN ADAPTED PHYSICAL EDUCATION CURRICULUM

K-6

PURPOSE

To provide a guide of adapted Physical Education methods and techniques for Physical Education instructors.

The Guide will include:

A. Screening Tools to define specific needs
B. record keeping
C. suggested activities
D. evaluation procedures
E. bibliography

RECOMMENDATIONS:

To implement this program the following recommendations are strongly advised to meet the legal requirements for studetns for whom more traditional Physical Education is inappropriate.

1. The opening days of school should be allocated to screening and identifying kindergarten, first grade and new entries by a Certified Physical Education instructor. Classes should not be scheduled until this task is done. Post testing of all identified children will be done in June.

2. Allocation of time - One 45 minute period should be assigned per day for the entire school year to a Certified Physical Education instructor for the sole purpose of meeting the needs of identified children.

3. When forming adaptive groups, class size should be determined according to the children's individual needs.

4. An adequate teaching station such as a gymnasium or large play area should be provided during adaptive classes for the sole purpose of meeting the prescribed needs of the youngsters.

RATIONAL

The Revised Motor Activity Scale is a series of basic motor skills arranged in a developmental hierarch. The theoretical rational is developed out of the premise that basic motor functions lay at the foundation and provide the building blocks for the child to develop more complex perceptual motor learning. A child's early years are spent learning neuro-muscular control of his body. He attends in his movements, the internal feelings or kinesthetic. After he has spent a considerable period of time attending to his body, developing his body schema, his movements become automatic. When his movement have become automatic his attention then shifts to exploring in environment.

BACKGROUND

The Revised Motor Activity Scale is a result of a need to assess motor skills such as balance, rhythm, directionality, laterality, body image and fine motor coordination. Originally developed by the Title III ESEA "Early Prevention of School Failure" staff in 1971, the scale underwent revision in 1976 and again in 1979. At this time a strong observation section was added with an explanation of the descriptive terms used to describe the child's behavior on the Revised Motor Activity Scale. This addition provided a guide for better interpretation of the child's body movement patterns.

The original norming was based upon the screening of 138 children in 1967. Since that date 265 children ranging in age from 4.0 to 6.0 years have been screened and predictive support has been given to the original norms. Please refer to the Interpretative Norm Table for further information.

DESCRIPTION OF MOTOR ACTIVITY SECTIONS

The Revised Motor Activity Scale consists of observable items which are not scored and performance items which are scored and led to a general evaluation. These observations are recorded with the performance so that interpretation is enhanced. Clinical experience indicates that attention to specific behaviors assist in the diagnostic data obtained.

Suggestions for determining dominance is a completely observable section at the beginning of the test. This section provides information about the dominance of the eye, hand and feet. Three different activities provide an opportunity to use if the child uses his right side or his left side of his body. Whenever a child switches during any of the activities, the examiner circle mixed to indicate that dominance may not be established at this time.

There are three scored sections: I. Body Awareness and Spatial Orientation; II. Manual Desterity: III. Body Control. Following is a description of each of these scored sections.

DEFINE GROUPS FOR ADAPTIVE PHYSICAL EDUCATION

1. Handicapped:

   These are students who are permanently unable to achieve success in a traditional Physical Education class. They are usually referred by the Committee on the Handicapped or by a resource person.

2. Impaired:

   Students who demonstrate a minimal handicap and were diagnosed during the screening process, scoring with a moderate or high risk potential on the screening test. These youngsters may be placed in a regular Physical Education program and/or adapted class at the discretion of the Physical Education instructor. They may move in and out of either group depending on his or her ability to profitably participate.

3. Inconvenienced:

   These students are those temporarily disabled by physical ailments, fractures, post-surgery conditions, etc. which prevent participation in the regular Physical Education class over an extended period of time. They are placed in a adaptive Physical Education program at the discretion of the Physical Education teacher until the disability is cleared by a physician.

Possible Adapting Conditions:

1. Learning Disabled
2. Physical Handicap
3. Overweight - underweight
4. Visual and auditory impairments
5. Fine and/or gross motor impairments
6. Inconvenienced (post-surgery, fractures, etc.)

SUGGESTED PROGRAM PROCEDURES

A. Screening

1. The recommended screening test, Revised Motor Activity Scale (see sample) should be given at the beginning of the year to kindergarten, first grade and new students. The Revised Motor Activity Scale is designed for K-3. New students older than 3rd grade can be screened using a regular fitness test.

2. Those scoring on the screening test in the "high red" area are recommended for placement in the adaptive class.

3. Discuss the recommendations with the student's classroom teacher.

4. Send a list of these recommended students to the Principal for notification and approval.

5. Once approved, send a notfication letter to the parent (see sample).

6. The Physical Education teacher will scedule the student in the adaptive class. Whether the student also stays in the regular class or not should be discussed with the classroom teacher. If the student is a behavior problem or if for other reasons, it is decided he/she will not stay in the regular class, provisions should be made by the regular teacher for the student to go to the library, visit another class, etc. during the regular class period.

**7. After the screening, if a mainstreamed BOCES student should not be mainstreamed but should be in an adaptive class, use Form F-25.

B. The Checklist

For help in prescribing a diagnostic teaching program for the adaptive class, the recommended Physical Education Checklist (see sample) can be used. This can be used as an evaluation tool.

C. Evaluation

1. Give a post test of the Revised Motor Activity Scale test.

2. The Adaptive Physical Education Progress Report form should be completed and put in the student's folder at the end of school or when youngster moves.

3. A progress letter (see sample) can be sent to the parents at the end of the school year.

(Suggested Program Procedures - cont.)

D. For The Handicapped

1. Students are referred by the Committee on the Handicapped or by a resource person.

2. It is suggested that teachers use the screening test and check list for:

   a. reinforcing the diagnosis and for

   b. revealing strengths and weaknesses which will give the teacher a guide for prescribing diagnostic teaching.

3. For Evaluation post-tests can be given and the Adaptive Physical Education Progress Report form completed and placed in the student's folder.

E. For The Inconvenienced

1. Student's bring in a doctor's excuse and are inconvenienced for an extended period of time.

2. The suggested doctor's checklist form (see sample) is mailed to the doctor and can be used by the teacher as a guide for determining adaptive activities.

3. A copy of the checklist should be sent to the parents so they are aware of what has been outlined by the doctor.

4. It is suggested that the nurse intervene if there are difficulties in either case.

5. When the disability is cleared by the physician, the Adaptive Physical Education Progress Report form is completed and placed in the student's folder.

MOTOR ACTIVITY SCALE MANUAL

The staff of the Title III ESEA "Early Prevention of School Failure" Project, Pectone, Illinois, found it helpful to access motor ability as a part of the total pre-kindergarten screening program for early prediction of fine and gross motor coordination as it relates to writing success. The Motor Activity Scale was developed by the staff in 1971 to easily and effectively measure various perceptual gross motor skills such as balance, rhythm. directionality, laterality, body image, as well as fene motor coordination of upper and lower skills.

A revision of the Motor Activity Scale was developed in 1976 by Margo Heiniger, NA, OTR and the Project Staff. An update of this revision was made on January 3, 1979 for a more clarified measurement of the following areas:

Body Imagery (Body Awareness) and Spatial Orientation

Manual Dexterity and Eye-Hand Coordination

Body Control (Balance - Flexibility - Coordination of upper and lwer parts of the body.)

Project Staff of Nationally Validated Project

Jane Davies, Project Consultant
Luceille Warner, Project Director

1979 Revision Staff

Luceille Warner, Project Director
Marget Heiniger, NA., OTR
Claudia Larson, Project Consultant
Judy Judy, Porject Consultant

I. Body Imagery and Spatial Orientation in Relationship to the Body

Body awareness is the child's accurate perception of his body, the space within his body, and the body parts. It includes the use of those parts individually and in combination with each other.

Section A: Location of Named Body Parts

This section consists of requesting the child to identify eight body parts upon verbal command. These tasks usually place the child at ease in the screening session and provides the examiner with scored vocabulary information as well as observational feedback as to how the child internalizes the information he sees, hears and feels.

Section B: Spatial Orientation in Relationship to the Body

Activities under this section require knowledge of body parts as well as relating it to position. Prepositions such as: over, under, between force the child to utilize the space around his body.

II. Manual Dexterity

The four activites require the use of the hands and fingers in a coordination situation. Manual dexterity refers to the ability to make smooth coordinated movements of one or both hands. These coordinated movements consist of three elements: reaching, grasping and releasing. Manipulation of objects requires hand-eye coordination. The performance indicates a level of readiness to write.

III. Body Control

Body control refers to a child's ability to maintain an upright posture while moving through his environment against the force of gravity. This movement requires body awareness and balance. The child must have sufficient muscle strength to stabilize certain joints (hips and shoulders) while allowing a rhythmic movement between muscles to provide a smooth, coordinated movement at the same time.

Section A: Jumping, Landing on Both Feet, Remaining on the Spot

This activity requires the child to assume a stationary position before moving his total body in space. Upon landing, the child must adjust his body so as to remain in the stationary position again.

Section B: Balancing on the Foot, Hand Upon Head for Five Seconds with Eyes Open and Eyes Closed

This activity requires the integration of the two sides of the body in supporting the body weight on one side while the other side is free. There is frequently a difference in abilities when the eyes are closed. Lack of body control becomes more obvious when visual fixations on the environment are taken away.

Section C: Walking on Footprints

The child must integrate the two sides of his body while moving in a straight line and turning corners. Keeping balance while turning the corner may be more difficult.

Section D: Skipping

Skipping reqires the child to integrate both sides of his body while it is moving in a specific rhythm. This activity requires that the child coordinate his arms and legs while he keeps his temporal rhythm with his body.

Section E: Tossing and Catching

These activities require the child to deal with his body in relationship to the force of gravity (in the stable posture) as well as maintaining balance while dealing with movement of objects that are thrown to the child and those objects which he throws away from his own body. This activity of controlling the movement of the ball as well as adjusting the eyes and hands to work together to catch the ball can be difficult.

MATERIALS NEEDED

16 footprints (see suggested pattern below)

3 yarn balls (Recipe for crocheted yearn ball in Recipes for Homemade Teaching Materials)

1 classroom size wastebasket

3 large beads (Same color: square, round, and oval)

1 shoe lace (lace must have good plastic or metal tip)

Descriptive Terms Used in Conjunction With
The Revised Motor Activity Scale
Prepared by
Margot Heiniger, MA, OTR.
January, 1977

The following terms are frequently used to describe a child's behavior on the Revised Motor Activity Scale. The objective is to give workable definitions for these terms so that an individual may better understand the interpret children's body movement patterns.

1. Touched Paired Parts — Refers to the child's ability to touch body parts with both hands.

2. Labored Movements — Refers to activities which are done slowly, frequently lacking in adequate sensory input and/or coordination of eyes and hands.

3. Tying of Body — Refers to the arms and/or legs being held in toward the body. Twisting or wrapping one leg around the other for support in balancing activities.

4. Lack of Flexibility of the Body — Refers to poor coordination of body and limbs in large movements. Instead of the free, flowing movements, the child may be tense and rigid demonstrating stereotyped movements.

5. Hesitation in Carrying out Movements — This refers to a child's delay in carrying out a direction or movement. A child will frequently look to examiner for reassurance before responding if they are unsure of the answer.

6. Unstable Balance — Refers to lack of flexibility in the trunk, may show inadequate control and coordination and movements or move only the upper or lower trunk.

7. Inadequate Timing — Refers to one or all of the following problems:
   1. Cannot initiate movements
   2. Cannot maintain movements over time (repeat)
   3. Cannot stop movements

8. Overflow of Movements — Are movements which occur in another part of the body other than where it is necessary to do a specific action.
   Example: The hand which is not doing the writing is making mirrored movements.

9. Rigidy in Behavior — Refers to a tenseness in the body, or that a child must perform an activity in exactly the same manner instead of being able to vary it.

10. Examiner Oriented — Refers to the child who looks to the examiner or teacher for the appropriate response when he is unsure of it.

(Descriptive Terms - cont.)

11.	Poor Kinesthetic Feedback	Refers to inadequate information coming back to the body as to the correctness of the movement being performed. Children who are awkward and clumsy frequently have poor kinesthetic feedback.
12.	Receipt and Propulsion	Refers to objects moving toward and away from the body such as in catching and throwing activities.
13.	Dexterity (Manipulation)	Refers to the ability to coordinate the small muscles in the hands. Sometimes this is referred to as manipulation. This act consists of small reacting, contacting (grasping) and releasing actions as the object is in the hand.
14.	Contraction (Stability of the Body)	Requires adequate tone in the muscles around a joint. This provides a stable point of reference from which movements of the arms and legs can be initiated.
15.	Perservation of Actions	Refers to the continuation of an action past the point at which the activity should have stopped. Children who show perseveration have a difficult time shifting from one activity to another.
16.	Motor Planning	The ability to plan (figure out) how to move. A plan of action is anticipated in the brain prior to the individual initiating the movement.
17.	Hypotonic Muscles	Refers to muscles which show less than adequate strength. Frequently these are the antigravity muscles, mainly the extensor.
18.	Hypertonic Muscles	Refer to muscles which show too much strength, (over active). Spastic cerebral palsy children or adults show one set of muscles more active than others. Hypertonic muscles are usually the flexors.

Margot Neiniger, MA., O.T.R.

Early Prevention of School Failure, Title IV, ESEA
Revised 1/8/79

NAME _____ SCHOOL _____ DATE _____

EXAMINER _____ BIRTHDATE _____ CA _____

SUMMARY OF SCORED SECTIONS

Body Imagery Area I (13)	Manual Dexterity Area II (4)	Body Control Area III (13)	TOTAL SCORE

GENERAL EVALUATION OR RECOMMENDATION
Based on Observation and Performance Score

_____ Satisfactory (High, Above Average, Average)

_____ Review Progress (Below Average)

_____ Refer for Diagnostic Case Study Conference (Low)

SUMMARY OF OBSERVATION SECTION
EYE, HAND, FOOT DOMINANCE

EYE:	Right	Left	Mixed
HAND:	Right	Left	Mixed
FOOT:	Right	Left	Mixed

SUGGESTIONS FOR DETERMINING DOMINANCE

1. EYE PREFERENCE (Circle eye used)
   - Make a circle with your thumb and finger and look at my nose — Right Left
   - Look at me through this tube. — Right Left
   - Look through this peephole in my card. — Right Left
2. HAND PREFERENCE (Circle hand used)
   - Show me how you brush your teeth. — Right Left
   - Draw a circle in the air with one finger. — Right Left
   - Show me how you throw a ball. — Right Left
3. FOOT PREFERENCE (Circle foot used)
   - Show me how you kick a 8½" ball. — Right Left
   - Show me how high you can kick your foot. — Right Left
   - Show me how you stamp your foot five times. — Right Left

Section A: Location of Named Body Parts

Directions: Child stands with eyes closed. PE Teacher says "TOUCH YOUR _____." Do not demonstrate or give clues by pointing or looking at the named body part.

Scoring: One point for each correct response. Eight points possible, (Number in ( ) indicates approximate age child should identify part).

_____ 1. Nose (3)
_____ 2. Toe (3)
_____ 3. Elbow (5+)
_____ 4. Knee (4)
_____ 5. Wrist (5+)
_____ 6. Ear (3)
_____ 7. Ankle (5+)
_____ 8. Back (4)

Observations

_____ Feels around for parts
_____ Hesitates
_____ Must use vision and identify Body parts

Comments

_____
SCORE
_____

Section B: Spatial Orientation in Relationship to Body

Directions: Place the ball in front of the standing child. PE teacher says the first direction: "PICK UP A BALL AND PUT IT UNDER YOUR FOOT." Continue with other requests. Do not demonstrate or give visual clues.

Scoring: One point for each correct response. Five points possible

_____ 1. Put the ball under your foot
_____ 2. Hold the ball in front of you
_____ 3. Put the ball on top of your head
_____ 4. Hold the ball in your right hand
_____ 5. Put the ball between your knees

Observations

_____ Performed tasks with _____ hand
_____ Changed hands
_____ Hesitated in finding positions
_____ Looked for clues

_____
SCORE
_____

_____
TOTAL SCORE - AREA I
_____

Area II: Manual Dexterity

Directions: The PE. teacher observes child's eye-hand coordination. The PE. teacher demonstrates all activities except the bead stringing.

Scoring: One point is given for each correct response. (Score is given for snapping if a touch and rubbing control can be observed.) Four points possible.

_____ 1. String these beads

_____ 2. Touch your thumb to each finger, one at a time

_____ 3. Touch each finger on his hand (rt) to each finger of this hand (lt).

_____ 4. Snap your fingers

Observation

_____ Slow to plan action

_____ Unable to attempt action (Identify activity _____)

_____ Unable to repeat activity (Identify activity _____)

_____ Overflow movements - where?

Comments

_____
_____ TOTAL SCORE - AREA II

Area III: Body Control

Section A: Jumping, Continuous Motion and Landing on Both Feet, Remaining on Spot

Directions: Initiate activity by child standing on the two footprints with back to pattern. PE teacher says, "PUT BOTH FEET TOGETHER. SEE HOW FAR YOU CAN JUMP."

Scoring: One point is given for correct response to last two criteria.
Two points possible.

_____ 1. Lands with feet together.

_____ 2. Remains in spot upon landing.

Observation

_____ Unable to stand with feet together

_____ Jumps up and down

_____ Body tense, becomes stiff when landing

_____
_____ SCORE

Comments

Section B: Balancing on one foot for five seconds
Eyes open and eyes closed.

Directions: Stand child on two footprints with back to pattern. PE teacher says: "I WANT TO SEE IF YOU CAN STAND ON YOUR RIGHT FOOT (make sure the child raises left foot off the floor) UNTIL I COUNT TO FIVE WITH YOUR HANDS PLACED UPON YOUR HEAD."

"NOW I WANT YOU TO STAND ON YOUR LEFT FOOT." Repeat directions and add that this time child is to do it with his eyes closed.
(Indicate right and left if the child does not know.)

Scoring: One point for each correct response. Four points possible.

EYES OPEN

_____ 1. Right foot
_____ 2. Left foot

EYES CLOSED

_____ 3. Right foot
_____ 4. Left foot

_____
SCORE
_____

Observation

_____ Turns-unable to remain facing the PE teacher
_____ Unable to keep hands on head
_____ Wobbles
_____ Tense "Tied" (wraps one leg aroumd the pther)

Comments

Section c: Walking on Footprints

Directions: Place footprints in pattern as diagram indicates. Make sure angles form sharp corners. PE.teacher says, "PUT YOUR FEET ON THE FIRST TWO FOOTPRINTS AND FOLLOW THE FOOTPRINTS UNTIL YOU GET BACK HERE."

Pattern Directions:
1. Place footprints in pattern
2. Space footprints about three inches apart.
3. Indicate direction taken by child with an arrow.
4. Use "X" to indicate where child has difficulty in balance.

Scoring: Two points for stepping on each footprint carefully. Two points possible.

_____ 1. Completes task and balances well on all courses

_____
SCORE
_____

Observation

_____ Leads with _____ foot
_____ Runs through task (careless)
_____ Has difficulty maintaining balance - where?
_____ straight pattern
_____ corners

Section D: Skipping with Good Flow and Reciprocal Arm Swing

Directions: Use an open area of approximately 10 feet. P.E. teacher says, " SKIP TO THE _____ AND BACK." (Use a chair or a wall to indicate distance) PE teacher may demonstrate.

Scoring: Two points are given if child is able to initiate, maintain a skipping pattern showing good flow and reciprocal arm swing. If unable to skip, no points are scored. Two points possible.

_____ 1. Skips with smooth forward motion with reciprocal arm swing

_____

_____

SCORE

_____

Observations

_____ Difficulty initiating task

_____ Awkward skipping pattern (No reciprocal swing)

_____ No skipping pattern

_____ Unable to hop: Rt. foot _____
Lt. foot _____

Comments

Section E: Throwing and Catching Yarn Balls

Directions: Place a basket or box five feet away from the child. PE teacher says: "SEE HOW MANY OF THESE THREE YEARN BALLS YOU CAN GET INTO THE BASKET."

PE teacher then says: "NOW CATCH THE YARN BALLS." (Throw one at a time and make sure that the ball is positioned so that the child extends his hands forward to catch the ball. The ball should not come into contact with the chest.)

PE teacher says: "NOW THROW THE BALL UP INTO THE AIR AND CATCH IT."

Scoring: One point is given for correctly completing each activity. Three points possible.

_____ 1. Tossing at least one yarn ball into basket

_____ 2. Catching at least one yarn ball using two hands and no contact with body

_____ 3. Child is able to toss and catch his own yarn ball while remaining stationary

_____

SCORE

_____

_____

TOTAL SCORE -- AREA III

_____

Observation

_____ Uses _____ hand to toss

_____ Lacks control of ball
_____ Tossing
_____ Catching
_____ Own toss and catch

_____ Lacks control of eyes/hands

_____ Lacks automatic adjustments of arms and body

_____ Protective action
_____ Stepping away
_____ Covering face
_____ Blinked or avoided ball

Comments

MOTOR

	Motor Area I	Motor Area II	Motor Area III
Above Average	13	4	11 - 13
Average	10 - 12	3 - 4	8 - 10
Moderate Risk	8 - 9	3	6 - 7
High Risk	Below 8	Below 3	Below 6

Priority for adapted placement should be the high risk child in any of the three areas.

ASSESSING PERFORMANCE LEVELS

Find the child's CA and the reference table. Refer to the appropriate table containing the performance score of the Motor Activity Scale to determine if the performance fit into the category of Satisfactory, Review Progress Periodically, or Provide Special attention. The latter group should be referred for a diagnostic case study.

The following Performance Guide should be useful as a summary of preliminary norms. This guide has been administered by Margot Heiniger to 265 children ranging in age from 4.0 years to 7.0 years. Several complete kindergarten and pre-kindergarten classes were used as well as a number of children randomly selected by teachers. The descriptive statistical interpretaion was compiled by Charles W. Lewie, Ph.D., Associate Professor, Bradley University, Peria, Illinois.

PERFORMANCE GUIDE
Ages 4.0-6.0

Chronological Ages	Performance Levels Based on Raw MAS Scores				
	Satisfactory			Review Progress Periodically	Provide Special Attention
	High	Above Ave.	Ave.		
4.0-4.11	26-30	22-25	21	17-20	11-16
5.0-5.4	26-30	23-25	21-22	17-20	13-16
5.5-5.11	29-30	25-28	23-24	20-22	16-19
6.0-7.0		27-30	26	23-25	17-22

Children:	4.0 to 4.11	70
	5.0 to 5.4	57
	5.5 to 5.11	67
	6.0 to 7.0	71
		265

LOCAL SCHOOL LETTERHEAD

DATE

Dear Parents:

The _____ School District has an Adapted Physical Education Program designed to give extra individualized instruction to children who display a need to further develop their motor coordination and basic athletic skills. Candidates for this program are chosen by a screening and observation process used to assess each child's progress in Physical Education.

At this time, I feel that it would be beneficial for _____ to participate in this specialized program for the school year 19__ - 19__.

If you have any questions concerning the program and your child's progress, please feel free to contact me at any time.

Yours truly,

_____
Physical Education Teacher

sl

LOCAL SCHOOL LETTERHEAD

DATE

Dear Parents or Guardian:

Your child has been participating in an Adapted Physical Education Program this year. I am happy to inform you that _____ has achieved the basic skills expected of children of this age and grade level.

At the present time, I feel that there is no further need for your child to take part in this specialized program.

Please contact me if you have any questions.

Yours truly,

_____
Physical Education Teacher

sl

DATE: _____

RE: REQUEST FOR AGENDA ITEM AT NEXT COH MEETING REGARDING MODIFICATION OF MAINSTREAMING PLAN

Student's Name: _____ Type of Placement: _____

Teacher: _____

Suggested Change: (e.g.: Kelly will be taking gym with a 1st grade rather than an adaptive class.)

_____

_____

_____

Reason recommending change: _____

_____

_____

People Approving Change: (Check where appropriate)

_____ Building Principal/Guidance Counselor

_____ Parent

_____ Psychologist

_____ Subject Area Teacher

_____ Self-Contained Teacher

_____ Other (Specify)

_____

cc: Self-Contained Teacher
Special Education Office
Building Principal/Guidance Counselor

PHYSICAL EDUCATION CHECK LIST

CLASS: _____

YEAR: _____

TEACHER: _____

NAME:						
LOCOMOTOR						
Rolling						
Crawling						
Creeping						
Walking						
Stair Climbing						
Jumping						
Hopping						
Skipping						
Running						
Leaping						
BODY IMAGE						
IMAGE						
Head						
Tummy						
Toes						
Knees						
Hips						
Shoulders						
Elbows						
Ankles						
Ears						
Chin						
Nose						
Wrist						
LATERALITY						
Unilateral						
Bilateral						
DIRECTIONALITY						
FIGURE GROUND						
BALANCE						
DOMINANCE						

PHYSICAL EDUCATION CHECK LIST

CLASS: .....

YEAR: .....

TEACHER: .....

NAME:						
PROJECTILE MANAGEMENT						
Kicking						
Dropping						
Throwing						
Catching						
Striking						
FITNESS						
Strength						
Speed						
Endurance						
Agility						
Flexibility						
BALL SKILLS						
Dribble						
1 Hand						
2 Hand						
Target Toss						
Retrieve						
Toss and Catch						
15" Ball						
8½" Ball						
5" Ball						
STRIKING SKILLS						
Hand						
Paddle						
Stick						
Racket						
Bat						
JUMPING SKILLS						
Up & Down						
Over						
Down from Height						

PHYSICAL EDUCATION CHECK LIST

CLASS: _____

YEAR: _____

TEACHER: _____

NAME:						
JUMPING SKILLS (Continued)						
Single Jump Rope						
Long Jump Rope						
Bilateral Hoe						
RHYTHMS						
March						
Walk						
Run						
Gallop						
Skip						
Polka						
Waltz						
SIMPLE GAMES						
LOW ORGANIZATION TEAM GAMES						
RECREATIONAL SKILLS						

PHYSICAL EDUCATION CHECK LIST

CLASS:

YEAR:

TEACHER:

NAME:						
FOLLOWS DIRECTIONS						
SHARES WITH OTHERS						
COMMUNICATES NEEDS TO:						
Teacher						
Classmates						
WALKS IN LINE						
INTERACTION WITH:						
One Child						
Small Group						
Large Group						
WORKS INDEPENDENTLY						
RESPECTS OTHERS' SPACE						

ADAPTIVE PHYSICAL EDUCATION PROGRESS REPORT

NAME: _____ AGE: _____ GRADE: _____

SCHOOL: _____ CLASSROOM TEACHER _____

ADAPTIVE P.E. TEACHER _____

SOURCE OF ADAPTIVE REFERRAL:

Screening Test _____

Teacher _____

Parent _____

Doctor _____

CHILD'S NEEDS:

PROGRESS MADE FOR _____ WEEKS IN ADAPTIVE PHYSICAL EDUCATION:

RECOMMENDATIONS:

Individual School Letterhead

TO:

FROM:

RE: Adaptive Physical Education

DATE:

Please be advised that your patient, _____, is unable to participate in the regular program of Physical Education at his/her school. In order to initiate a sound Adaptive Physical Education Program, we need your recommendation for individualized physical activities for him/her.

Please check ( ) the types of activities you recommend:

Moderately Restricted		Greatly Restricted	
Throwing	___	Bowling	___
Catching	___	Shuffle Board	___
Kicking	___	Playing Catch	___
Tumbling	___	Walking	___
Running	___	Archery	___
Rhythms	___	Flexibility	___
Jump Rope	___		
Strength Activities	___		
Ball Games	___		
Fitness Activities	___		
Aquatics	___		

If the condition of this student is such that complete rest is desirable during Physical Education period, please indicate this and include estimate of how long this rest should continue.

This patient is under my care for:

_____ _____

_____ _____

Please restrict his/her activities for _____ weeks.

Signed:

_____ _____ _____

Examining Doctor Address Telephone

Date: _____

SUGGESTED MOTOR ACTIVITIES

1. When children show lack of adequate muscle tone, stability, kinesthetic feedback, endurance and flexibility emphasis needs to be placed upon developing central body control, and integration of the two sides of the body.

2. These children in most cases show inadequate orientation in space. frequently have not established a hand dominance, and are unable to initiate actions, maintain action (repeat several times) or to stop and change actions. These children are frequently distractable, restless, and perseverate.

3. The following are suggested activities. They should not be taken as a "receipt", but only a few ideas. Each teacher has his/her own unique personality and can better adapt his/her own activities to his/her classroom and children.

Body Image

The inner awareness of self in terms of the location of the parts of the body and their relationship to each other and to the environment.

Suggested Activities:

1. Simple Simon game
2. Partners in mirror - touch partner's nose, knee
3. Draw picture of self. Identify parts.
4. Outline student's body on construction paper.
5. Close eyes, touch parts of body
6. Touch your nose to the wall. Touch different body parts to different objects in the room.
7. Integrate body parts - nose to wrist, hand to shoulder, shoulder to knee.

Laterality

The establishment of sidedness and the ability to move and locate oneness relative to those two sides.

If a student is unilateral, develop bilateral abilities.

Suggested Activities:

1. Rolling ball to alternate foot - back and forth and left to right
2. Hitting ball with alternate hand
3. Crawling/creeping
4. Marching
5. Running with swinging arms

Directionality

The awareness of space outside of the body; judging of distances between objects, ability to know right from left, up from down, forward from backward.

Suggested Activities:

1. Obstacle courses
2. Hoop play - jump in, out, thru...inside, outside, left, right
3. Throwing at targets - hit outside the circle, inside, on top of, bottom of
4. Ropes - stand on one end, go left and right
5. Picture identification

Figure Ground

Ability to perceive objects in foreground and background and separate them easily.

A sub-category of perception that involves the ability to separate at will what one wishes to attend to visually or auditorily from the surrounding environment.

Work with auditory should be done in a carpeted, sound absorbing area.

Suggested Activities:

1. Following lines
2. Follow different colored lines
3. Jump overlapping shapes
4. Point out square things in the room, round things in the box, ...
5. Stepping over objects of a different heights
6. Sort objects according to height, shape, size
7. Ask child to pick out particular objects you name from a box

Balance

The ability to use both sides of the body simultaneously, individually, or alternately

Suggested Activities:

1. Balance beam activities
2. Movement balance - walking across beam with object in hand or object on head
3. Tumbling balance stunts - hand stand, frog stand
4. Rocking from heels to toes (learning transfer of weight)
5. Walking on knees
6. Elephant walk

Dominance

The establishment of sidedness. If there is a lacking in dominance, encourage the development of it; reinforce the naturally preferred and strongest side.

Suggested Activities:

1. Squeezing balls, clothespins, sponges, and crumpling
2. Kicking, hopping using the preferred foot
3. Object sorting with hand/foot
4. Reinforces eye dominance with visual persist activities blocking the non-dominant.

   Play darts, target shooting, sighting with the dominant eye

A. "Tummy-lying"

There are various animals which keep their body in contact with the floor. Seal walk, snakes wiggling, caterpillars crawling, etc.

B. "Back-lying"

Many of the same activities which were done in "A" can be transposed to this position.

Lifting limbs, lifting head and turning from side to side slowly.

C. "Side-lying"

There are many children who are unable to assume/or balance in this position.

D. Rolling (movement)

Children enjoy rolling. Place pillows or mat on floor to roll over.

Rolling with different parts of body on tape line is more challenging and provides structure.

E. Pulling body on elbows, or on extended arms (Seal Walk)

Provides strengthening to shoulders and arms to assist in hand functions.

Try pushing body backwards, or moving sidewise (tape line can be useful for structure).

Rock forward and then backward so that child's bottom is resting on heels and head is touching floor between arms.

In hands and knees position - bring one knee forward and bend head attempting to touch nose, then extend knee and leg pointing toes, Repeat two times slowly, then try to repeat three times rapidly. Repeat with other leg.

Hands and knees - extend arm bringing it up and touching ear. Head should be neutral (facing straight down). Repeat with arm and leg on opposite sides of the body. Count to five and repeat with the other arm and leg.

G. S tting

Curls up in ball "Egg Roll" - children sit tailor (Indian fashion) holding to ankles from inside legs. Roll backward - forward to sitting position.

Roll holding on to ankles one side, to sitting, to other side and back down to backlying. Repeat in each direction.

Arms behind necks - twist "Helicopter". This can be done with hands on hips or straight. Twist at trunk and touch elbows or arms on floor in front of opposite knee or straight ahead of body.

Sitting up and breathing exercises - Pretend string is pulling head upward. Children stretch back (head) until they are as tall as possible.

G. Sitting (cont.)

Breath in while stretching upward. Blow air out as you relax. Blowing house down (Wolf and House of Straw).

Sitting up straight - head turn.

- Turn head and eyes--side, down, side, back.
- Turn head, but continue to keep eyes looking forward (at picture - flag) turn head.

H. Kneeling

Assuming, holding, stretching

Twisting, bending, windmill, helicopter, swimming

Knee walking - carrying objects on head - bean bags, yarn balls

I. Standing - stationary

Twist, bend, swing arms, leg

Bend - straighten

Thread and needle

Jump - landing on both feet, jump and turn

Frog jump, or rabbit hop

***The above are only a <u>few</u> suggestions. Use your <u>own imagination</u>. Make variations to maintain children's interest.

ADDITIONAL PERCEPTUAL AND COGNITIVE TRAINING ACTIVITIES

Code:
- A (a) - GROSS MOTOR PATTERNS (TOTAL MOVEMENT CONTROL)
- B (b) - LATERALITY - MOTOR AND VISUAL
- C (c) - EYE-HAND COORDINATION
- D (d) - OCULO-MOTOR PATTERNS (TRACKING)
- E (e) - VISUAL CIRCUIT CONSISTENCY (visual bilaterality)
- F (f) - VISUAL FORM
- G (g) - VISUAL SIZE
- H (h) - VISUAL SPACE
- I (i) - CONCEPT VISUALIZATION

	A a	B b	C c	D d	E e	F f	G g	H h	I i
Accoustical Tile peg boards with golf tees.....			C	d		F	g		i
Angels in the snow.....	A	B							
Balance board.....	A	B					g	h	
Balance broom.....	A	B			E			h	
Balance yardstick flat on head.....	A	B							
Ball bouncing to and fro.....		B	C					H	
Ball catching and throwing.....		B	C					H	
Ball rolling to and fro.....		B	C					H	
Ball throwing and catching thrown ball.....	A	B	C	D				H	
Ball tossing (Underhand).....		B	C					H	
Balloon tossing and catching (Stay in your own space).	A	B	C	D				H	
Bead stringing.....		B	C	D		f	g	h	
Bean bag.....		B	C	D			g	h	
Bingo.....			C	D					
Blind Man's Bluff.....	A	B							
Block building.....		B	C	D		F	G	H	I
Blockkraft.....		B	C	D		F	G	H	I
Block nesting.....		B	C	D		f	g		
Block stacking (Large to small).....		B	C	D		f	g		

Blocks various textures		B	C							
Bread buttering, swap hands		B	C	D						
Buckle shoes		B	C	D						
Button clothes		B	C	D						
Buzz button		B	C	D						
Climbing	A	B	C							
Close eyes and point at object		B								
Close fist, open one finger at a time		B	C							
Counting in head						f	g	h	i	
Crawling	A	B								
Crawling through tunnels	A	B		d		f	g	H		
Cutting out paper with scissors (gross to fine)		B	C	D		F	g		i	
Dart games		B	C	D			g	h	i	
Describe trips							G	H	i	
Direct tracing and coloring		B	C	D		F	G			
Draw maps to places		B	C	D		F			I	
"Find the hidden pictures"				D		F			I	
Finger and hand shadow play		b	C			F			I	
Finger painting		b	c			F			I	
Flashlight tag (Follow different shapes)		b	c	D		F		H		
Folding and unfolding napkins		B	C	d		F	G			
Following the dots			C	D		F		H	i	
Following the maze			C	D				H		
Free Drawing			C	D		f	g	h	I	
Golden Stamp Books		b	C	d		F	G	h		
"Hefting" & carrying oversize cardboard cartons	A	B								
Hopping	A	B						H		
Hoop rolling	A	B	C	d				h		
Hula hoop	A	B								

Identify coins by touch.....						f	G	H	I
Jacks.....			C	D		F	G	H	i
Jigsaw puzzles, simple.....			C	D		F			I
Jigsaw puzzles, more complex.....			C	D		F	g	h	I
Juggling, simple.....		B	C	D			G	H	
Jump board.....	A	B		d	e			h	
Jumping.....	A	B							
Jumping from box or step.....	A	B				f	g	h	
Jungle gym.....	A	B	C	D		F	G	H	I
Label furniture.....						F	G	H	I
Large page scribbling.....			C	D					I
Learn time relationships; days, weeks, months, etc...							G	H	I
Legs ups (on back).....	A	B							
.....	A	B							
Lincoln Logs.....		B	C	D		F	G	H	I
Lotto.....			C	D					
Make change with money.....			c	d		F			I
Marbles.....			C	D		F	G	H	
Milk bottles and clothes pins.....		B	C	D		F	G	H	
Mirror direction by name.....		B						H	I
Modeling clay and play dough.....		B	C	D		F			I
Nail pounding.....			C	D		f	g	H	
Obstacle course.....	A	B	C	D		f	g	h	
Peeking through legs.....	A	B							
Peeling fruit, either hand.....		B	C	D					
Percolator and kitchen utensils.....		B	C	D		F	G	H	I
Pie pan & golf ball, pingpong ball or marble.....		B	C	D		f	g	H	
Pickup sticks.....		B	C	D	E		g	h	
Pin tail on donkey.....								H	i
Play school mail box.....			C	D		F	G	H	i

ADAPTIVE PHYSICAL EDUCATION

BIBLIOGRAPHY

Adapted Physical Education for Handicapped Children and Youth - Bryant J. Cratty (1980), Love Publishing Co-, Denver, CO.

Defines handicapping conditions. Includes basic movement patterns, swimming and perceptual motor activities.

Adapted Physical Education and Recreation, 2nd Edition - Claudine Sherrill (1981), William C. Browne Company Publishers

Gives an outline of terminology, responsibilities, (i.e.: OT, PT, School Nurse) teaching techniques, adaptations for the mainstreamed, defines handicapping conditions and gives some specific activities for each type of handicapping condition.

Be A Frog, A Bird, or A Tree - Racher Carr (1973), Harper and Row.

Excellent for young children. Combine with Yoga for children.

The Clumsy Child - Daniel D. Arnheim and William A. Sinclair (1978), The C.V. Mosley Company.

This is an overview of motor development, reasons for clumsiness, definitions of terms, developmental lists, and a lot of activities.

Proceedings From the First Statewide Conference on Physical Education For Handicapped Children and Youth - Ithaca College (1972). Free; available through S.E.T.C., 55 Elk Street, Albany, NY.

Typical lesson plans complete with objectives, learning experiences, and resource materials.

Daily Sensorimotor Training Activities - Parley, Konicki, and Leidz (1968), Educational Activities, Inc., P.O. Box 392, Freeport, NY 11520. (This company also carries some excellent records.)

Program for pre-school children, but also useful for older children. Other activities besides motor activities.

Essential Movement Experiences for Pre-school and Primary Children - Victor P. Dauer (1972), Burgess Publishing Co., 426 South Sixth Street, Minneapolis, Minn. 55415.

Good reference book, more for physical educators. Presents basic movement, perceptual-motor competency, story games, finger plays and dramatic play, manipulative activities, individual and dual activities for all grades, classroom and limited area activities, integration with other subjects, etc.

Evaluation in Physical Education - Margaret J. Safrit (1973), Prentice Hall, Inc.

Assessment and evaluation techniques, models of tests and procedures for setting up your own tests.

Handbook of Diagnostic-Prescriptive Teaching, 2nd Edition - Philip H. Mann, Patricia A. Suiter, and Rose Marie McClung (1979), Allyn and Bacon, Inc.

This is a team approach to diagnostic teaching. Includes spelling, reading. behavior, gross and fine motor teaching approaches.

A Handbook for Developing Perceptual Motor and Sensory Skills Through Body Movement - Lovell-McCulloch (1973), Ripon Writers, Group, Inc., Ripon, Wisconsin 54971.

Activities for all modalities.

Handbook of Learning Skills - Compiled by the Homer Elementary Resource Team (1975), Cortland-Madison BOCES

Definitions of disabilities and progressive activities.

Handbook of Physical Education and Activities for Exceptional Children - Institute for Physical Education (1975), IFM Building, Old Saybrook, CT 06475

Outline of assessment tests.

How To Keep Your Child Fit From Birth to Six - Bonnie Prudden (1964), Harper and Row. Activities to do with infants, but goes up through nursery school and kindergarten levels. Contains a physical fitness scale for specific lack of skills, rhythmics. There is also a physical fitness record, "Keep Fit - Be Happy" developed with Bonnie Prudden. Put out by Warner Brothers, 81348. This record could be adapted for use with children. (1960)

Intrassensory Integration and Learning Disabilities - Jean Ayres (1972).

Motor Development - Ann S. Esperschade and Helen M. Eckert (1967), Charles E. Merrill Publishing Co., Columbus, Ohio.

Motor development from birth through later childhood with expectations for each age.

The Open Home - Early Learning Made Easy For Parents and Children - St. Martin's Press NY (1976) Write: St. Martin's Press, 175 Fifth Ave., New York, NY 10010

Place for parents to begin.

Physical Education Activities for The Uncoordinated Student - Susan J. Grosse and Monica C. Becherer (1975); Parker Publishing Co., Inc., West Nyack, NY

Activity Progressions.

Teacher's Handbook of Children's Games - Marion Jenks Wirth (1976); Parker Publishing Co., West Nyack, NY

Suggested activities which range from balance, body awareness, chalkboard games, eye movements and eye-hand coordination, finger games, obstacle courses, pre-writing skills, rhmics, relaxing games, right and left awareness, stunts and exercises, etc. *Appendix I presents classroom management techniques and Appendix II presents developmental milestones which may be helpful.

Where The Action Is - Alice van der Meulen (1970)

Kindergarten activities.

T. S. K. H. - Betty May (1977), Paulist Press.

Excellent for parents and Early Childhood, Nursery Schools, also children who have gross coordination problems.

Yoga for Children - Eve Diskin (1976) Warner Brothers.

Good for teachers/parents. Step-by-step drawings.